

# Teaching, Doing, Learning

Supporting Digital Scholarship at Ohio State

## Introduction

- Digital scholarship (DS) broadly covers “the use of digital evidence and method, digital authoring, digital publishing, digital curation and preservation, and digital use and reuse of scholarship” (Rumsey, 2011, p. 2).
- The Research Commons is a hub for digital scholarship and research support for all levels - faculty, staff, and students - and at all stages of the research process - planning, conducting, publishing, and increasing impact.
- Each semester over 30 extra-curricular workshops are offered, including many in areas of DS support - geospatial tools and methods, data visualization and management, digital humanities, and research impact.  
Gateway to partnerships: Teaching->Consultations->Collaborations

## Pain Points

- DS support is influenced by fluid priorities and limited capacities, including staffing, service models, infrastructure, and partnership opportunities available at a university.
- As such, DS specialists in academic libraries face challenges in designing educational activities, engaging in research collaborations, and assessing impacts of their work.
- It is not always clear who can provide the support researchers need for DS projects due to the distributed support available on campus or within the library. This makes clearly communicating our expertise and skills a necessity.

Digital scholarship services take more time and resources to implement so communicating the impact of these projects to both researchers and administrators is critical to providing scalable support.



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## Learn from Us

### Teaching

What is scalable? Develop online resources, think about curricular integration that can be accomplished with a “teach the teacher” strategy, or ask students/grad students/faculty to deliver specialized content. Think of teaching opportunities also acting as a giant megaphone for advertising services.

### Doing

Your time is a limited resource. Research collaborations are time intensive and negotiations of expectations need to be handled at the START of a project. MOUs offer an opportunity for defining and prioritizing DS specialist roles in collaborations. Know that this work may be highly impactful but selective rather than scalable.

### Learning

Decide what matters to your library or digital scholarship center and then measure those areas in order to communicate the success of DS efforts. You'll need to strike a balance between scalability and impact; broad overviews vs. deep engagement.

## Our Experiences

### Teaching

- DS workshops are usually introductory, focused on specific tools or methods, and open to researchers at all levels and across all disciplines.
- In some areas (e.g., geospatial tools), workshops are developed and delivered in collaboration with university partners to increase the number and types of offerings and enhance the capacities of both units.
- A secondary goal of workshops is increasing awareness of DS specialist expertise to lead to more in-depth researcher engagement, serving as a pipeline from education to consultation.

### Doing

- While one-off consultations do occur, more commonly DS specialists engage in multiple consultations related to the same research project.
- DS specialists as translators: connecting researchers and campus partners; specifying project requirements, management, outputs and long-term preservation; thinking holistically about methods and tools.
- At times, ongoing work leads to direct collaboration on projects (e.g., as a co-author) and DS specialists have to navigate conversations about deliverables and possibly MOUs.

### Learning

- Typical library assessment metrics do not adequately capture the sustained engagement and impacts that follow from DS consultation and collaboration efforts.
- Scalability and impact may not be directly correlated. Both need to be defined and assessed. Introductory educational activities may be more scalable, but sustained project engagement through consultations and collaborations may be most impactful to research success.
- There are several audiences for sharing assessment metrics and impact that DS specialists add to a project. Ensure that separate messages are crafted to address these audiences.



### Presenters

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### References

Rumsey, A. S. (2011). New-Model Scholarly Communication: Road Map for Change. Retrieved from <http://uvasci.org/institutes-2003-2011/SCI-9-Road-Map-for-Change.pdf>